

**Criteria for making Performance Calls on Special Education Monitoring
Final Report and MSIP 7.1 (Differentiated Instruction) Report
November, 2003**

Standard/Descriptor	Data Source	Special Education Monitoring Final Report Performance Call	MSIP 7.1 Call
<p>7.1 Percent in Compliance</p> <p>The percent of standards and indicators found to be in compliance with special education requirements is acceptable.</p>	<p>District SEMSA Review</p> <p>DESE Desk Review</p> <p>DESE Onsite Review</p>	None	<p>For on-site reviews percentage is based on the results of the on-site review, DESE desk review and district SEMSA. For all others, the percentage is calculated after completing the DESE desk review including results of district SEMSA and additional verification, where required.</p> <p>70% and above; no comment necessary 69% and below; additional comment with or without an MSIP concern.</p> <p>Options for additional comments:</p> <ol style="list-style-type: none"> 1. Specific items contributing to the percentage of compliance concerns will be addressed through a separate special education report with a corrective action plan and do not represent substantial non-compliance for the district. 2. Specific items contributing to the percentage of compliance concerns places the district in substantial non-compliance and will be noted as a concern in this report, as well as a separate special education report with corrective action plan required to bring the district into compliance. <p>MSIP concern is based upon the percent out of compliance and the types of compliance issues involved.</p>

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<p>7.1 Caseloads</p> <p>Caseloads of special education and related service personnel are within State standards.</p>	<p>Core Data</p> <p>Onsite Review</p>	<p>None</p>	<p>If caseload numbers for special education teachers are found not in compliance, indicate as “are not” in compliance and include a comment, and/or a concern</p> <p>Options for additional comments:</p> <ol style="list-style-type: none"> 1. Caseload numbers for ____ (#) special education teachers exceed the state maximum. The district is currently working with the Funds Management Section of the Division of Special Education to correct the problems. 2. Caseload numbers for ____ (#) special education teachers exceed the state maximum. This has been identified as a concern by the Funds Management Section of Special Education and will be noted as a concern in this report. <p>MSIP concern: Caseloads for special education teachers exceed the maximum allowed under state regulations.</p>
<p>200100/ School-Age Incidence Rates Child Find Eligibility determinations result in the percentage of students with disabilities served being comparable to statewide data.</p>	<p>Table 1A</p>	<p>“Not met” if the overall incidence rate is higher than the state incidence rate of 14.97% and/or if the incidence rate for any eligibility category is over the state rate for that category.</p> <p>Factors that may impact the incidence rate:</p> <ul style="list-style-type: none"> • High private/parochial population • Good at-risk programs • High publicly placed population • Transfers • District Size • K-8 district (special procedures) • Pre-referral procedures • Inaccurate eligibility determination (Doc G) • Referral and evaluation procedures (Doc B and interviews) <p>Call may be changed to “met” if there is evidence of justifiable reasons.</p>	<p>None</p>

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200110/ ECSE Incidence Rates Child find Eligibility determinations result in the percentage of ECSE students with disabilities served being comparable to statewide data.	Table 2A	<p>“Not met” if the percent of ECSE children is less than 2% or greater than 5.38%.</p> <p>Factors that may impact the incidence rate:</p> <ul style="list-style-type: none"> • Inaccurate data • District size • Parental choice • Quality of child find (PAT etc.) • Inaccurate eligibility determinations – • Referral and evaluation procedures <p>Call may be changed to “met” if there is evidence of justifiable reasons.</p>	None
200200/ School Age Placements The percentage of children with disabilities served at each point of the placement continuum is comparable to statewide data.	Table 1B	<p>“Not met” if the percent of students in regular class is less than 56.74% or the percent in self-contained is greater than 11.83%.</p> <p>A dramatically improving trend or acceptable rationale based on factors below can change the “not met” to “met.”</p> <p>Other information gained from on-site interview or additional verification:</p> <ul style="list-style-type: none"> • Publicly placed students • Basis for placement decisions appear appropriate or inappropriate • Provision of supplementary aids and services (SAS) • Transfer procedures • Homebound procedures 	None

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<p>200210/ ECSE placements</p> <p>The percentage of ECSE children with disabilities served at each point in the placement continuum is comparable to statewide data.</p>	Table 2B	<p>“Not met” if the percent in early childhood special education setting is greater than 50%. A dramatically improving trend or acceptable rationale based on factors below can change the “not met” to “met”.</p> <p>Other information gained from on-site interviews, review of data, or additional verification:</p> <ul style="list-style-type: none"> • Low number (n) • District has or has not developed options for supporting children in EC settings • District does or does not use available EC settings as a location for services (Head Start, Title I, childcare center the child attends) • District has very limited or no options for EC settings but provides regular integration – e.g. reverse mainstream 	None
<p>200300/ Disability by Placement</p> <p>The percentage of children with disabilities in each disability category, served at each point of the continuum, is comparable to statewide data.</p>	Table 1D	<p>“Not met” if the percent in self-contained placements is more than 10% higher than the statewide average for any category of disability.</p> <p>Also, look at other low incidence placements for anomalies: Homebound, residential, State Board Operated Programs, etc.</p> <p>Possible things that impact this area and could change the “not met” to a “met”:</p> <ul style="list-style-type: none"> • State school takeovers • Publicly placed students • Placement decisions • Provision of SAS • Low number (n) 	None

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<p>200400 & 200500/ Reading Proficiency And 200800-200855/MAP performance</p> <p>Students with disabilities are showing improvement in their achievement or maintaining a high level of achievement in each area tested.</p>	Table 4	<p>"Met" if</p> <ul style="list-style-type: none"> • Increase in the Index from first to last year of mandatory testing shown on the district's special education profile, and • Minimum Index of the following in the last year for all tests given by the district (these numbers are based on MSIP floors): <p style="margin-left: 40px;"> Reading Grade 3:.....179 Reading Grade 7:.....171 CA Grade 3:179 CA Grade 7:171 CA Grade 11:163 Math Grade 4:.....190 Math Grade 8:.....148 Math Grade 10:.....140 Science Grade 3:191 Science Grade 7:152 Science Grade 10:156 SS Grade 4:.....177 SS Grade 8:.....180 SS Grade 11:.....155 </p> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Index of at least 225 for all years <p>Otherwise, "Not Met."</p>	<p>Same criteria as performance.</p> <p>A "usable cell" is defined as a grade level and subject area where there are 5 or more REPORTABLE students for the years of data considered.</p> <p>If the district has less than 5 reportable students in either year required for the comparison, a comment will indicate that the data is based on low student numbers and may or may not be significant for those specific subject areas/grade levels.</p> <p>Options for additional comments for small numbers:</p> <ol style="list-style-type: none"> 1. MAP data is based on a student population of less than 5 students (*) which may or may not provide an accurate picture of the district's efforts in improving or maintaining a high level of achievement for students with disabilities. (*) in the following areas_____,_____,..... or, (*) in all but the following areas, _____,_____,..... 2. MAP data is based on a student population of less than 5 students in all subject areas and grade levels, which may or may not provide an accurate picture of the district's efforts in improving or maintaining a high level of achievement for students with disabilities. <p>MSIP concerns will be written based upon the number of available cells determined by the number of assessments administered by the district and the number of useable cells as defined above.</p> <p>Number of useable cells with a "not met" call to generate a comment <u>and</u> concern:</p> <p>If 14 total cells: 8 or more "not met" in useable cells If 11 total cells: 6 or more "not met" in useable cells If 8 total cells: 5 or more "not met" in useable cells</p> <p>Comment and concern in these cases will be worded:</p> <p>Students with disabilities are not showing improvement in MAP achievement.</p>

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<p>200600 & 200700/ Oral Accommodations</p> <p>Percentage of children with disabilities in grades 3 & 7 who have the MAP Communication Arts read to them decreases.</p>	Table 4	<p>"Met" if the percentage decreased from the previous year to the current year.</p>	None
<p>201000/ Participation in State Assessments</p> <p>Participation in general state assessments is comparable to statewide data.</p>	Tables 5, 6 and 7	<p>"Met" if the percent in Level Not Determined (LND) is 10% or less in every subject area and grade level.</p> <p>Comment may be written for LND between 5-10%.</p>	None
<p>201100/ Alternate Assessments</p> <p>The percentage participating in alternate assessments at each grade level is no greater than 1-2% of the student population at that grade level.</p>	Table 3	<p>"Met" if the MAP-A Eligible Percentage Reported (EPR) is less than or equal to 1%.</p>	None
<p>201200/ District-wide Assessments</p> <p>Children with disabilities participating in district-wide assessments are comparable to the percentage of students participating in general statewide assessments.</p>	N/A	<p>N/A for FY04 (Item not reviewed)</p> <p>Each responsible public agency should review this standard internally.</p>	None
<p>201300/ School Entry Profile</p> <p>The performance level of children who receive special education services prior to age 5 increase on the School Entry Assessment.</p>	N/A	<p>N/A for FY04 (Item not reviewed)</p> <p>Each responsible public agency serving ECSE children should develop methods for evaluating this standard internally.</p>	None

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201400/ Dropout Rates Dropout rates for children with disabilities decrease and are no higher than rates for the general population of students.	Table 9	<p>Look at trend and comparability.</p> <ul style="list-style-type: none">“Trend” - generally look at first to last year of data, however there may be some situations where a judgment will be made based upon numbers of children in various years.“Comparable” is defined as no more than 5.6%. <table><tr><td>Trend</td><td>Comparable</td><td>Call</td></tr><tr><td>Not OK</td><td>Not OK</td><td>Not Met</td></tr><tr><td>Not OK</td><td>OK</td><td>Met w/comment*</td></tr><tr><td>OK</td><td>Not OK</td><td>Not Met</td></tr><tr><td>OK</td><td>OK</td><td>Met</td></tr></table> <p>Future targets:</p> <table><tr><td>03-04</td><td>04-05</td><td>05-06</td><td>06-07</td><td>07-08</td></tr><tr><td>5.6 %</td><td>5.3%</td><td>4.8%</td><td>4.3%</td><td>3.8%</td></tr></table>	Trend	Comparable	Call	Not OK	Not OK	Not Met	Not OK	OK	Met w/comment*	OK	Not OK	Not Met	OK	OK	Met	03-04	04-05	05-06	06-07	07-08	5.6 %	5.3%	4.8%	4.3%	3.8%	<p>Same criteria as performance.</p> <p>If the call is “not met” and the number of graduates and dropouts combined is 5 or less or the variance in child count results in an increase, a comment will reflect that the data may or may not be significant, and no concern will be written. If the call is “not met” and the number of graduates and dropouts combined is 6 or more and child count variance is not an issue, a concern will be written.</p>
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201800/ Graduation Rates The percentage of students with disabilities graduating with a regular diploma will increase and be comparable to the graduation rate in the general population of students.	Table 8	<p>Look at trend and comparability.</p> <ul style="list-style-type: none">“Trend” - generally look at first to last year of data, however there may be some situations where a judgment will be made based upon numbers of children in various years.“Comparable” is defined at no less than 68.4% <table><tr><td>Trend</td><td>Comparable</td><td>Call</td></tr><tr><td>Not OK</td><td>Not OK</td><td>Not Met</td></tr><tr><td>Not OK</td><td>OK</td><td>Met w/comment*</td></tr><tr><td>OK</td><td>Not OK</td><td>Not Met</td></tr><tr><td>OK</td><td>OK</td><td>Met</td></tr></table> <p>Future Targets</p> <table><tr><td>03-04</td><td>04-05</td><td>05-06</td><td>06-07</td><td>07-08</td></tr><tr><td>68.4%</td><td>72%</td><td>74%</td><td>77%</td><td>80%</td></tr></table>	Trend	Comparable	Call	Not OK	Not OK	Not Met	Not OK	OK	Met w/comment*	OK	Not OK	Not Met	OK	OK	Met	03-04	04-05	05-06	06-07	07-08	68.4%	72%	74%	77%	80%	<p>Same criteria as performance.</p> <p>If the call is “not met” and the number of graduates and dropouts combined is 5 or less or the variance in child count results in a decrease, a comment will reflect the data may or may not be significant and no concern will be written. If the call is “not met” and the number of graduates and dropouts combined is 6 or more and variance in child count is not a factor, a concern will be written.</p>
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201500/ Discipline Suspension and expulsion rates for children with disabilities decrease and are comparable to those for the general population of students.	Table 12	"Met" if the average number of incidents per child has decreased for students with disabilities and if the average for students with disabilities is not more than twice that of all students in the district.	None																									
201900/ Vocational Participation The percentage of students with disabilities participating in vocational preparation programs is consistent with the percentage of participation in the general population of students.	SEMSA	Based on information submitted with District's SEMSA (and additional verification as needed): "Met" if the percent of participation in vocational classes is comparable with that of all students. Comparable is defined as not more than 10% under the rate for all students.	Same criteria as performance. A comment and concern will be written if "not met":																									
201700/ Post-graduation Follow-up The percentage of students employed or enrolled in continuing education six months post graduation will increase or be maintained at a high level.	Table 11	The percentage of students with disabilities employed or enrolled in continuing education six months post graduation increases and is not less than 75%. Look at trend and comparability. <ul style="list-style-type: none">"Trend" - generally look at first to last year of data, however there may be some situations where a judgment will be made based upon numbers of children in various years."Comparable" is defined as no less than 75% <table><tr><td>Trend</td><td>Comparable</td><td>Call</td></tr><tr><td>Not OK</td><td>Not OK</td><td>Not met</td></tr><tr><td>Not OK</td><td>OK</td><td>met w/comment*</td></tr><tr><td>OK</td><td>Not OK</td><td>Not met</td></tr><tr><td>OK</td><td>OK</td><td>met</td></tr></table> Future targets <table><tr><td>03-04</td><td>04-05</td><td>05-06</td><td>06-07</td><td>07-08</td></tr><tr><td>75%</td><td>80%</td><td>85%</td><td>88%</td><td>90%</td></tr></table>	Trend	Comparable	Call	Not OK	Not OK	Not met	Not OK	OK	met w/comment*	OK	Not OK	Not met	OK	OK	met	03-04	04-05	05-06	06-07	07-08	75%	80%	85%	88%	90%	Same criteria as performance. If the call is "not met" and there were fewer than 5 graduates, a comment will indicate that because of low numbers, the data may or may not be significant. If the call is "not met" and there were 5 or more graduates, a concern will be written. A comment &/or concern may also be written to indicate that a district has not consistently obtained and/or submitted follow-up data for students with disabilities employed or enrolled in continuing education six months after graduation.
Trend	Comparable	Call																										
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